



Job Description – Deputy Principal

Name: _____

Job Title: Deputy Principal

Responsible to: Principal /Board of Trustees

Functional relationship with:

- The Principal and other SLT members

Primary responsibility:

- To support the Principal and the Senior Leadership Team in managing and developing the school within Charter Guidelines and the school's policies

Remuneration:

- Appropriate C.E.C. salary scale plus Five Management Units
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EDGECUMBE COLLEGE CORE VALUES:

PERSONAL EXCELLENCE

- To be the best we can be

RESPECT

- Care for self, others and property

WHANAUNGATANGA - (from the word *whanau* which means family)

- Promote family value, make connections with each other – building an Edgcumbe College family

ACCOUNTABILITY

- Take responsibility for our actions and accept the consequences
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Primary Objectives:

- 1) To provide effective, innovative, instructional leadership across the school
- 2) To provide a positive bicultural role model
- 3) To support the Principal in the professional management and administration of the school
- 4) To deputise for the Principal in the absence of the Principal when necessary
- 5) To be an effective and loyal member of the Senior Leadership Team
- 6) To strive to create a climate that develops excellence in teaching and learning
- 7) To perform the listed Performance Objectives, to a superior professional standard
- 8) To carry out specific responsibilities that are not listed below as negotiated with the Principal

PERFORMANCE OBJECTIVES	PERFORMANCE INDICATORS	VERIFYING INFORMATION
<p>A. To deputise for the Principal</p> <p>1 Preparedness to act as Principal in the absence of the Principal</p> <p>2 To represent the school</p>	<p>1.2 Matters requiring the Principal's urgent attention are Dealt with professionally</p> <p>2.1 Speaks on behalf of the Principal and School</p> <p>2.2 Liaises with contributing schools BOTs, PTA and staff</p>	<p>The Charter SLT feedback</p> <p>Feedback from the community</p>
<p>B. To be an effective member of the Senior leadership Team</p> <p>1. To be proactive in supporting the Principal</p> <p>2. To share responsibility for Senior Management functions</p> <p>3. To share decision making with the SLT</p>	<p>1.3 Identifies tasks that need to be done and takes appropriate action to ensure they are completed</p> <p>2.1 Willingly undertakes delegated responsibilities</p> <p>3.1 The SMT is informed of matters under DP's control</p> <p>3.2 Collective decisions of the SMT are supported and implemented</p>	<p>Performance Appraisal</p> <p>Appraisal by Principal</p> <p>Feedback from other team members</p> <p>SLT meeting minutes and feedback</p>
<p>1. To assist the other DP to co-ordinate day to day routines</p> <p>2. To assist members of the SLT in briefing staff</p> <p>3. To assist members of the Senior Leadership Team to conduct assemblies</p> <p>4. To chair the Pastoral Care Committees</p> <p>5. To lead the functioning of ASP</p> <p>6. SLT involvement in Maori Komiti</p>	<p>1.2 Routines are documented and executed</p> <p>1.3 Staff are assigned duty times and monitored in their performance of duties</p> <p>1.4 Whenever possible problems are identified and solved before they become a major issue.</p> <p>2.1 Briefings are discussed with the SLT</p> <p>2.2 Staff are informed of SLT decisions.</p> <p>2.3 Run some staff meetings and staff briefings</p> <p>3.1 Students and staff find assembles informative and whenever possible interesting.</p> <p>3.2 Student achievement is celebrated.</p>	<p>Daily notices, duty roster, staffroom noticeboards Staff bulletin</p> <p>Year Planner SMT feedback</p> <p>Student feedback</p> <p>Staff feedback</p> <p>Minutes of meetings</p> <p>Policies on writing and developing</p>

	3.3 Assemblies are well disciplined 4.2 The committee meet monthly 4.3 That decisions made by these committees are realistic in terms of the school's resources 4.4 That relevant policies are developed/reviewed and Followed 4.5 To lead and develop the Pastoral Care system of the College	Policies implemented
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A. To deputise for the Principal.

1. Preparedness to act as Principal in the absence of the Principal	1.1 Matters requiring the Principal's urgent attention are Dealt with professionally	The Charter SMT feedback
2. To represent the school	2.1 Speaks on behalf of the Principal and School 2.2 Liaises with contributing schools BOTs, PTA and staff	Feedback from the community

B. To be an effective member of the Senior Management Team

1. To be pro active in supporting the Principal	Identifies tasks that need to be done and takes appropriate action to ensure they are completed	Performance Appraisal
2. To share responsibility for Senior Management functions	Willingly undertakes delegated responsibilities The SMT is informed of matters under DP's control	Appraisal by Principal Feedback from other team members
3. To share decision making with the SMT	Collective decisions of the SMT are supported and implemented	SMT meeting minutes and feedback

C. To provide effective leadership in managing the school

1. To assist the other DP to co-ordinate day to day routines	1.1 Routines are documented and executed 1.2 Staff are assigned duty times and monitored in their performance of duties	Daily notices, duty roster, staffroom noticeboards Staff bulletin
2. To assist members of the SMT in briefing staff	1.3 Whenever possible problems are identified and solved before they become a major issue..	Year Planner SMT feedback
3. To assist members of the Senior Management Team to conduct assemblies	2.1 Briefings are discussed with the SMT. 2.2 Staff are informed of S.M.T. decisions. 2.3 Run some staff meetings and staff briefings	Student feedback Staff feedback
4. To chair the Pastoral Care Committees	3.1 Students and staff find assembles informative and whenever possible interesting. 3.2 Student achievement is celebrated. 3.3 Assembles are well disciplined	Minutes of meetings Policies on writing and developing Policies implemented
5. To lead the functioning of ASP		
6. SMT involvement in Maori Komiti	4.1 The committee meet monthly 4.2 That decisions made by these committees are realistic in terms of the school's resources 4.3 That relevant policies are developed/reviewed and Followed 4.4 To lead and develop the Pastoral Care system of the College	

**Duties – Indicative
Only to be finalised
after appointment in
consultation**

PERFORMANCE OBJECTIVES	PERFORMANCE INDICATORS	VERIFYING INFORMATION
<p>7. To oversee Pastoral Care systems To lead the implementation of a restorative model of pastoral care and student management including</p> <ul style="list-style-type: none"> - organising training - guiding structure/time changes - supervising staff involved <p>overseeing processes</p>	<p>5.1 Disciplinary incidents addressed between staff/students – systems in place 5.2 Follow up systems operate if RMC not successful</p>	<p>Procedures to address concerns Student survey completed Data available</p>
<p>D. To provide a high standard of instructional leadership</p>		
<p>1. To manage assigned teaching departments</p>	<p>1.1 Liaison with HOD's is regular</p>	<p>Department minutes Feedback from HOD's Feedback from teaching staff Staff Feedback</p>
<p>2. To provide a role model of exemplary practice</p>	<p>2.1 Staff respect skills and are receptive to advice 2.2 Staff are treated professionally and with respect at all times</p>	
<p>3. To promote quality performance</p>	<p>Performance appraisals undertaken</p>	<p>Performance Appraisals records Appraisal system documentation in place</p>
<p>E. To lead and Develop the Personnel of the College</p>		
<p>1. To ensure that procedures for the employment of Support Staff reflect the policy</p>	<p>Documented procedures are followed</p>	<p>Policy and procedures for the employment of Support Staff</p>
<p>2.</p>		

To ensure that Support Staff are informed

- 2.1 Regular Support Staff meetings are held
- 2.2 Support Staff have a workable and efficient schedule of duties

SS Meeting minutes
SS feedback

3.

To maintain a pool of effective Support Staff

- 3.1 Persons employed are suitable and capable
- 3.2 Support Staff have appropriate Job Descriptions
- 3.3 Support Staff concerns are dealt with appropriately and effectively
- 3.4 Support Staff are appraised
- 3.5 Monitor changes to hours

Teaching staff feedback
Student feedback
Support Staff feedback
Personal files

F When required, to efficiently oversee the notification of staff salaries to payroll

- 1. To ensure that procedures reflect the policy

Documented procedures are followed

Policy and procedures for the notification of staff pay to Education Services Payroll Relief teachers

- 2. To liaise with Relief organiser

Relievers are accurately compensated

- 3. To liaise with the Finance Officer

Information accurate

Budget Reports

PERFORMANCE OBJECTIVES	PERFORMANCE INDICATORS	VERIFYING INFORMATION
4. To manage the Budget for sick and EOTC Teacher Relief economically	Reliever's services are maximised while employed	Budget variance reports
G. To oversee and direct the enrolment process for year 8 → Year 9		
1. Liaison/communication with all contributing schools	Process administered efficiently	Enrolment documentation completed All relevant student information received
H. Teacher Relief		
1. In the absence of the relief co-ordinator to manage relief temporarily	Liaison/communication with all contributing schools Process and administer efficiently Classes covered for absent teacher	Enrolment documentation completed All relevant student information received
I. To efficiently manage the induction of new staff		
1. To provide new staff with an effective introduction to Edgecumbe College	1.1 An induction meeting is held 1.2 A current Staff Manual is explained and made available 1.3 A staff 'buddy' is appointed 1.4 Timetable and class lists are provided 1.5 HOD/TIC is introduced 1.6 Orientation takes place	Feedback from new staff Feedback from 'buddies' Feedback from HOD/TIC
2. To assist staff during their transition period	2.1 An 'open door' policy operates 2.2 Access to all relevant documentation is explained 2.3 New staff are supported	Feedback from new staff Feedback from HOD/TIC
J. To lead the Health/Safety Committee		
1. To chair meetings		
2. to ensure needs survey carried out		
3. to liaise with Property Officer in addressing concerns		
4. To ensure evacuation procedure in place and practices held		

K. To provide an effective system for Beginning Teachers

- | | | |
|---|--|---|
| 1.
To ensure that procedures reflect the policy | Documented procedures are followed | Policy and procedures of the Beginning Teachers System |
| 2.
To manage the performance of Beginning Teachers | 2.1 Beginning Teachers are inducted, supported and appraised
2.2 BT Supervisor is nominated
2.3 BT's become fully registered | Beginning Teacher feedback |
| 3.
To maintain an informative and effective Beginning Teacher Manual | Beginning Teachers are issued with current Beginning Teacher Manual | Beginning Teacher feedback |
| 4.
To maintain an informative manual for supervisors of Beginning Teachers | 4.1 Supervisors of Beginning Teachers are issued with a current manual
4.2 Supervisors of Beginning Teachers (HOD's) are fully informed of their Responsibilities | Beginning Teacher Manual
Feedback from Beginning Teachers
Feedback from HOD's |

PERFORMANCE OBJECTIVES	PERFORMANCE INDICATORS	VERIFYING INFORMATION
L. To provide an effective system for Trainee Teachers		
1. To ensure that procedures reflect policy	Documented procedures are followed	Policy and procedures of the Trainee Teacher System
2. To ensure that Trainee Teachers are given appropriate guidance and assistance	2.1 Trainee Teachers are inducted and supported 2.2 Trainee Teachers are assigned to a qualified Associate Teacher 2.3 Trainee Teachers are provided with an appropriate timetable	Written reports and feedback from HOD's Feedback from Trainee Teachers Feedback from College of Education Tutors
3. To maintain an informative and useful Trainee Teacher Manual	Trainee Teachers are issued with a current manual	Trainee Teacher feedback Feedback from HOD's
M. To manage an effective Performance Appraisal System		
1. To ensure that procedures reflect policy	Documented procedures are followed	Policy and Procedures of the Performance Appraisal System
2. To ensure that the appraisal process for each staff member is completed in accordance with the policy	2.1 All staff members are issued with a Personal Professional Development Logbook 2.2 All staff members receive assistance and advice on the PA process	Feedback from Personnel Committee members Personnel committee minutes PD Logbooks Feedback from staff Feedback from SMT,HOD's
3. To ensure that each staff member participates in the appraisal process	3.1 A timeframe is developed 3.1 Staff are supported and encouraged to adhere to this timeline 3.2 The Principal is notified of staff who have not participated in the appraisal process within the timeframe	Personnel Committee minutes Staff Bulletins
4. To ensure that the Attestation process is linked to Appraisal	Documented procedures are followed	Policy and Procedures for Attestation PD Logbooks

N. To manage the Annual School Prizegiving

- | | | | |
|-------------------------------------|---|--|-------------------------|
| 1. | | | Prizegiving programme |
| To recognise student achievement | 1.1 Academic, cultural and sporting achievements are rewarded | | |
| | 1.2 Certificates of distinction and merit are awarded | | |
| 2. | | | Budget variance reports |
| To work within the allocated budget | 2.1 Sponsorship is sought | | |
| | 2.2 Spending is within budget | | |

O. As member of Senior Management Team to promote a high standard of behaviour and relationships

- | | | | |
|---|---|--|---|
| 1. | | | Student diary, Tutor File, Staff Manual, Discipline consequences policy |
| To establish clear standards of behaviour | 1.1 Students and staff understand expectations | | |
| | 1.2 Discipline programmes are developed and Implemented on a School wide basis. | | |
| 2. | | | Observation of punctuality, students in class, uniform etc |
| To maintain student/staff routines | 2.1 Students follow routines | | |
| | 2.2 Staff are on time for classes | | |

PERFORMANCE OBJECTIVES	PERFORMANCE INDICATORS	VERIFYING INFORMATION
3. To provide clear guidelines for staff on behaviour and relationships	3.1 Staff administer model school routines 3.2 Staff accept responsibility for their own classroom behaviour and relationships	Referral forms CPC minutes
4. To effectively deal with major behaviour issues	4.1 Students are fairly treated and their cases documented 4.2 Parents/caregivers are informed 4.3 Tutors are informed and consulted 4.4 Action suspension in consultation with the Principal	Referral forms Feedback from Tutors Feedback from students Feedback from parents/caregivers

P. To be the Equal Employment Opportunities Co-ordinator

1. To ensure that procedures reflect the policy	Documented procedures are followed	The EEO policy EEO report to board of Trustees
2. To co-ordinate and develop the implementation of the EEO programme	2.1 Personnel practices eliminate discrimination 2.2 Employees are consulted 2.3 Deadlines are set for the EEO programme 2.4 The EEO programme is monitored	Appointment Policies and Procedures Staff minutes Personnel minutes Support Staff minutes
3. To write EEO reports	Reports are available to BOT	Personnel Committee minutes BOT minutes PD records
4. To undertake training as needed	Appropriate PD is attended	

Q. To undertake an assigned teaching programme

1. To teach in a variety of subject areas.	All assigned classes are taught unless there is an emergency or by agreement with the Principal.	School timetable Personal teaching records
2. To meet the Quality Teaching Criteria as befits a professional leader of teachers	Programme delivery is of a high standard That you have a positive impact on each department in which you teach.	Performance appraisal Feedback from HOD's and TIC's

R. To maintain a high standard of professional development

1. Membership of NASDAP DP/AP	Attends DP/AP Association Conference or approved alternative	PD reports Conference report to SMT/BOT, Staff
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Association and local
DP/AP Association

2.

To be fully conversant
with current curriculum
assessment trends

2.1 Displays a good knowledge of Curriculum and
Qualifications Frameworks

2.2 Reads professional literature

Department
management reports

3.

To encourage
innovative, effective
professional
development

3.1 Be prepared to consider the adoption of
management

strategies employed outside of education

3.2 School based P.D is encouraged

4.

To obtain or strive to
obtain a NZ registered
professional
management
qualification

To obtain/strive to obtain a NZ recognised
management qualification

PERFORMANCE OBJECTIVES	PERFORMANCE INDICATORS	VERIFYING INFORMATION
5. To maintain knowledge within specialist curriculum areas.	Attends courses and reads relevant material	PD records Personal professional reading list
6. To actively reflect on own professional practice		

S. To undertake other specific negotiated responsibilities

Principal _____ **Signed** **Date** _____

Deputy Principal _____ **Signed** **Date** _____



Application Form for Deputy Principal Position

1. PERSONAL DETAILS:

Name:

Address: _____

Phone Home: (07) _____ Cell phone: _____

E Mail: _____

Confidential Information for statistical purposes only

Date of Teacher Registration ____/____/____ Registration number:

Date Practising Certificate issued: ____/____/____

(YOU WILL BE CONTACTED IF YOU ARE REQUIRED TO ATTEND AN INTERVIEW)

If you need further space for any section please continue on a separate sheet, appropriately labelled. Please send a CV but you are asked to also complete this form.

2. THE PRIVACY STATEMENT

The information which you supply on this application form is solely to assess your suitability for employment with Edgecumbe College. Failure to complete all sections truthfully will render this application invalid and, should you have been successful in your application, can be grounds for dismissal. Any false information given in the Health section of this form may also result in the loss of entitlement to any compensation from ACC. The Board of Trustees reserves the right to contact any person/s or organisation that it feels is able to provide confidential information as to your suitability for the position for which you have applied. This information will be held secure at Edgecumbe College and under Edgecumbe College rules of access. Information on unsuccessful candidates will be confidentially destroyed within three months. If appointed you have the right to view your personal information held by Edgecumbe College in the presence of a mutually agreed upon person, and may request correction if necessary.

DECLARATION:

I hereby declare that I have read the above Privacy statement and am aware of my rights under the Privacy Act 1993. And hereby authorise Edgumbe College to collect such personal information about me as is necessary to assess my suitability for employment with Edgumbe College, and I authorise Edgumbe College to disclose to said referees such information as is necessary for the same purpose.

Signed: _____ **Date:** _____

3. Medical Declaration

I hereby declare that, to the best of my knowledge I do not suffer from any illness or disability which might affect my ability to consistently and safely carry out the duties of the position applied for, as described in the Job Description which I have read and understood.

Further, I have not in the past suffered any injury which might so affect my ability to perform the role for which I apply.

Exceptions: (Give details of any illness or injury which might affect your ability to do this job.):

Signed: _____

Date:

Fill in only those sections below not covered in your C.V.

4. PREVIOUS EXPERIENCE RELEVANT TO THE POSITION: Begin with the most recent:

Position	Employer	Details of Duties	Date started	Date Ceased

Continue on separate sheet paper if necessary. Labelled 4.

5. QUALIFICATIONS (Educational and/or other relevant Qualifications)

Qualification	Institution	Date Attained

(NB Please provide photocopies of any qualifications)

6. REFEREES:

Provide Details of two (or more) people who are willing to provide confidential information on your application. Phone and facsimile numbers are essential.

Name	Position	Address	Phone /Fax /E Mail

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7. Subjects you are Qualified to Teach

Subject	Year Level

(Continue on separate sheet labelled 7 if necessary)

8. Experience in carrying out duties or responsibilities which would support your application for this position:

9. List the co-curricular activities you are prepared to be involved in:

10. Educational Philosophy

- (a) Briefly outline some of your views on education:

- (b) How does the Treaty of Waitangi influence your views on Education?

- (c) Briefly outline your philosophy on pastoral care and discipline:

- (d) Describe any curriculum initiatives which have influenced your teaching and what changes they have made to your teaching:

- (e) What strengths do you believe you could bring to this position at Edgumbe College?

11. Any other information or comments that may assist the appointments committee:

13. CONVICTIONS AGAINST THE LAW:

Have you ever been convicted of any offences (Apart from minor traffic convictions) against the law?

Yes No

If 'YES' enclose a certified copy of the entry in the Criminal Record Book relating to the conviction(s), obtained from the Register of the Court concerned. The copy should be accompanied by any comments regarding the offence which you wish to make. Give full details:

14. EDGE CUMBE COLLEGE HAS A SMOKE FREE POLICY

CONFIRMATION:

- I certify that the information given in this application is to the best of my knowledge correct.
- I understand that this may be verified and give my permission for the Board of Trustees to contact my referees or other person/s or organisations for confidential information.

Applicant's signature: _____ **date:** ____/____/____

Edgecumbe College Confidential Referee's Report

There are five pages to this Report. All details on this page should be completed by the applicant.

Referees report on: _____, applicant for the
position of: _____ at Edgecumbe College.

Date advertised: __16/09__/_2020__ **Closing date for application:** __30__/_09__/_2020__

Closing date for Referees Reports: 14/10/2020

Name of Referee:

Address:

Phone: (Home): _____ **(Work):** _____

Mobile phone: _____

Email: _____

Occupation and position held :

Professional relationship:

NOTE FOR REEREE

Referees Reports are to be received by The Board Of Trustees by: __5:00pm 14/10/2020
_____ **at the latest**

You are invited to complete those sections of the following report on which you feel competent to comment. While it is not necessary to complete every item, you will appreciate that as full a report as possible is likely to be of most use to an employing authority. Notes for your guidance are to be found overleaf.

ALL INFORMATION IS STRICTLY CONFIDENTIAL TO THE BOARD OF TRUSTEES

Please email this completed form to:

principal@edgescumbecollege.school.nz

SECTION A:

If for some reason you find it impossible to act as referee you are free to complete only the statement below

I do not wish/am unable to submit a referee's report on behalf of:

Signed: _____ **Date:** ____/____/____

To be completed by referee

Please comment on the following aspects as they relate to the applicant's suitability for the position of:

Guide for Referees

You may find the following guidelines helpful as you report on the applicant. Please provide further written material if you feel you need to.

Edgescumbe College is a small rural school set in a bi-cultural setting

Personal Qualities - These may include the applicant's attitude to the role as advertised, and his/her loyalty; vitality and initiative; bearing and manner inside and outside the school; and applicant's understanding of the general aims of education.

Relationship with students: This may include comment on the applicant's classroom relationships and direction of learning: participation in wider activities of pupils. Interaction with large and small groups, difficult students, pupils with learning difficulties and restorative approach:

Relationships with colleagues: These may include ability to establish high quality working relationships: comment on the acceptance and recognition by professional colleagues of the applicants' leadership or participation in the school's programme:

Professional competence: This should include quality of planning: the ability to set clear achievable objectives, the implementation, and evaluation of appropriate school developments: awareness of needs and the challenges of pupil development, selection and use of appropriate teaching methods and resources: directing and guiding learning:

Potential for organisation and administration: Should include comment of applicant's ability to delegate, to guide, and to supervise professional colleagues: to initiate and effect improved school programmes; to win enthusiasm and support for educational and school goals:

Relationship with the community: These may include communication of school aims to parents and the wider community, and the nature of the applicant's participation in community life. Comment on the teacher's loyalty to the school and the Board:

General comments related to the position advertised: Please make any general comment you feel may assist the Board to fill the position as advertised on the basis of qualifications, professional competency and relevant experience:

You are requested to assess the applicant's performance in his/her present position, **OR** the performance in the position in which you most recently worked with the applicant. The following rating scale should be used:

NA = Not applicable

U = Unacceptable. The applicant's performance is not up to the standard to be expected

BA = Barely acceptable. This rating should be used when the applicant's performance is acceptable but just meets the minimum expectations and shows occasionally a minor deficiency or lack of experience which can be corrected.

A = Acceptable. This applicant's performance meets the expected standard.

THIS IS THE STANDARD FOR ACCEPTABLE PERFORMANCE

VA = Very acceptable. The applicant's performance fully meets the required standard and usually exceeds the expected level of proficiency

S = Superior. The applicant's performance consistently exceeds the normal expectations for his/her position.

1. Ability to maintain personal standards of professional conduct and loyalty _____
2. Willingness and ability to keep up to date with professional developments _____
3. Ability to earn and retain the respect of colleagues _____
4. Teaching ability/classroom strategies _____
5. Ability to earn and retain the respect of pupils _____
6. Ability to handle the problems of pupils _____
7. Ability to handle the problems of staff _____
8. Performance in supporting and assisting junior staff members _____
9. Ability to delegate duties and to obtain the cooperation of others in carrying them out _____
10. Ability to motivate and work with staff members _____
11. Ability to plan and co-ordinate _____
12. Ability in the administration and management of resources _____
13. Ability to solve problems in an educational setting _____
14. Ability to innovate and implement ideas _____
15. Level of drive and enthusiasm _____
16. Physical and emotional fitness for the position _____

Signature of Referee: _____ **Date:** _____

Print Name: _____

Position Held:

Edgecumbe College
INDIVIDUAL EMPLOYMENT
AGREEMENT (SECONDARY
SCHOOL TEACHERS)

BETWEEN the Board of Trustees (“the Board”) of **Edgecumbe College** (“the School”) a statutory body constituted pursuant to section 93 of the Education Act 1989 **145** (the Employer)

AND(the Employee)

The Board appoints/continues the employment of the Employee as a working at **Edgecumbe College** working times as specified in the Secondary Teachers’ Collective Agreement December 2019 – February 2022 (STCA 2019-2022): as a part-time employee.

If part-time the pro-rata hours of work per week are with effect from upon and subject to the terms and conditions contained in this agreement.

The terms and conditions of employment set out in this agreement replace any previous arrangements and understandings.

The work to be performed by the Employee is set out in the attached position description.

The terms and conditions of employment under this agreement are those terms and conditions of the STCA 2019-2022 which, with all the necessary modifications, are applicable to an individual employment agreement for teachers employed in Secondary Schools. In addition, the attached plain language explanation of the services available for the resolution of employment relationship problems shall apply.

Salary rates are paid in accordance with the STCA 2019-2022. Any relevant term or condition in the STCA 2019-2022, including increases in remuneration, that has an implementation date prior to the date of this Individual Employment Agreement being signed shall apply from the date of signing.

A copy of the STCA 2019-2022 is attached (available [on www.employment.education.govt.nz](http://www.employment.education.govt.nz)). The Employee acknowledges he has had reasonable opportunity to seek advice.

SIGNED by (Employee) on
[date]

SIGNED for and on behalf of the above-named Board of Trustees
by

.....*[signature]*

..... *[print name and position]*

.....
[date]

Ministry of Education Promulgated October 2019

This Individual Employment Agreement cannot be signed prior to the promulgated date.

..... *[date]*

Ministry of Education

2012

Promulgated 13 December
